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AUTHOR Berejikian, Harry
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ABSTRACT

These descriptions of articulation efforts between five community colleges and their feeder high schools were drawn from previous reports and from interviews with community college administrators. Interviews at two Los Angeles (California) community colleges revealed an attitude of unconcern toward maintaining a supply of high school graduates; this attitude was reflected in a lack of innovative procedures, the low financial priority given to articulation programs, and the lack of administrative support of establishing comprehensive programs. Alternately, position on each campus for improving high school-college relations. The study position on each campus for improving high school-college relations. The study revealed other community colleges using imaginative talent to create a productive relationship with their feeder high schools. The academic advisement program at Miami-Dade Junior College in Florida, which involves all faculty and administrative staff, includes the establishment of satellite high school counseling centers. Pasadena City College in California has developed a seven-pronged program to enhance communication which includes possibilities for concurrent enrollment, a quarterly newsletter, conferences, and a high school advisory board. California's Ventura Community College District's articulation program has explicit goals, and uses a mobile counseling center and high school career centers. (AYC)

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Downward Articulation:

The Bad and the Good

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An Investigative Paper Submitted in Partial Fulfillment
of the Requirements in

Education 706

Dr. B. Lamar Johnson

School of Education

Pepperdine University

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The term "articulation," as used in the context of higher education, more often than not refers to the cooperative efforts between two- and four-year institutions to facilitate the process by which a student transfers from one school to the other, most often from the two- to the four-year school. In the case of the community college, however, seldom is "articulation" used to refer to the community college's relationship with its feeder high schools. Mention "articulation" to a community college administrator in the Los Angeles area, and more than likely he will think in terms of h is school's relationship to four-year colleges and universities rather than high schools. Such a limited perspective is understandable, for community colleges in the Los Angeles and surrounding areas, with a few notable exceptions, have tended, at least until very recently, to take their junior brethren, the secondary schools, for granted.

It will be the intent of this paper to point out the tenuousness of such unconcern and to investigate the need for and extent of articulation between selected community colleges and their feeder high schools.

Although different writers will define "articulation" variously, perhaps the following two excerpts from the literature will serve both to define the process and to point out the need for re-examination and revision of some current articulation programs:

Ernst writes

> Articulation is a systematic coordination between an educational institution and other educational institutions and agencies designed to ensure the efficient and effective movement of students among those institutions and agencies, while guaranteeing the students' continuous advancement in learning. This coordination requires the institution to provide each incoming and transferring student an effective transition from one institution to another with consideration for:
>
> 1. The student's prior and subsequent courses of study.
>
> 2. The student's needs for information concerning procedures and practices of the new environment.
>
> 3. The student's financial needs.
>
> Perhaps the most important factor in implementing such a definition of articulation is that of attitude. This includes the attitude of all institutions and agencies involved in the articulation process. In terms of attitude, the welfare of the student must be considered the highest priority. 1.

Medsker and Tillery hold the following view:

> In pointing out that general education in the junior college is a culmination of a curriculum that began in elementary school and continued through high school, Reynolds (1969, p.29) advises program developers to 'consider the years preceding junior college for clues as to what the junior college should be, or in order to suggest needed changes in the high school programs.' Without such articulation with the secondary schools, general education requirements may become increasingly repetitive and irrelevant." 2.

The reader's attention is directed to the following points that appear to be at the core of the above excerpts: that the educational journey is a continuum, but the continuum is not necessarily smooth. Thoughtful articulation practices

and programs are necessary to smoothe the transition to the community college level. Menacker's description, in abbreviated form, is also relevant. He writes of "...the processes which promote continuous, efficient, forward progress of students through the educational system." 3. Classifying articulation in a number of different conceptual ways, he gives particular emphasis to what he terms "formal" and "informal" processes. The former he describes as including "scholastic conferences for counselors, teachers, admissions officers, prospective students" and documents such as "admission information borchures, high school and college class profiles, and other written material published for counselor and student use." 4.

Informal processes he describes as those "day to day, low-keyed relationships" that can be more influential in the articulation process than the more visible formal processes. A telephone call from a counselor at one institution to an acquaintance in an admissions capacity at another is one example.

With the above as a frame of reference for evaluating information gathered from personal interviews with community college administrators, this writer has been led to the following general conclusions. It is emphasized that these conclusions refer only to two Los Angeles community colleges.

1. There seems to be no general concern on the part of community colleges in Los Angeles about a

continuing supply of high school graduates to attend the community colleges.

2. Few innovative procedures for improving the articulation process between the community colleges and their feeder high schools are apparent.
3. Improvement or extension of articulation programs with feeder high schools is relatively low in the order of financial priorities.
4. Except for a few small voices, there appears to be little agitation at the higher administrative levels , either in the community college or high school systems, to establish a significant articulation program.

An interview with an administrator at one major Los Angeles community college revealed a somewhat piecemeal and unenthusiastic approach towards relations with its feeder high schools. On occasion, counselors from this college will visit the high school campus on an appointment basis, the appointment having been made at the request of the high school counselor. At these appointments, the community college counselor will counsel with the students or will make presentations to groups of students. What is noteworthy about these visitations is that they are instigated by high school personnel. It appears that, at this college, there

is no great motivation or impetus for the community college to take the initiative in communicating directly with the students at the high school campuses.

Many senior, and even junior, high schools have "college nights" which are occasions when personnel from many colleges are invited to the junior or senior high school campuses to make presentations and answer questions put to them by students and parents who anticipate sending their children to college in the future. At this particular community college, according to the administrator interviewed, the counselors are reluctant to attend the "college nights." If asked to go, then they insist on compensation in the form of additional pay. One strategy the college has considered to circumvent the disinclination of counselors to take part in "college nights" at the feeder schools is to have a centralized pool of counselors whose responsibility it would be to respond to requests by the feeder schools to make presentations. This suggestion has not been met with great enthusiasm by the counselors.

A significant point made by the administrator at this interview was the suggestion that recruitment or articulation with the high schools is a responsibility of the entire faculty; it is not, or should not be considered, solely a counseling responsibility. In this connection, some departments characteristically make attempts at articulation with the feeder schools, notably the physical education and music

departments, independently of the counseling staff. That these two departments should take the initiative is understandable when it is remembered that they seek more than just students. They compete with other schools in seeking out talent.

At this point it might be appropriate to mention that competition might become a live issue for the academic departments in the very near future. Two factors -- an apparently unanticipated leveling off of the enrollment rate over the past few years and the prospect, due to the passage of Proposition 13, that tuition may have to be charged in the public colleges, with the probable drop in enrollment almost certain to follow in its wake -- presage the likelihood that community colleges will soon find themselves competing with each other and with the four-year institutions for high school graduates.

The administrator interviewed felt strongly that all departments should participate in articulation with the feeder high schools. The suggestion was made that the Dean of Instruction must coordinate with the Dean of Counseling so that both can plan a joint effort to articulate with the contributing high schools. Cooperation in this endeavor from the individual departments, with the exceptions noted, has not been forthcoming.

A proposal was made by this community college to teach a class on high school campuses with the permission

of the principal. This was a psychology course designed to prepare the student mentally for college. However, a canvass inquiry of a large number of secondary schools resulted in only one high school indicating even mild interest in the program, which was then abandoned. It is apparent that the lack of full scale articulation between the community college and high schools is no less the fault of the high schools than of the community colleges.

An interview with a second Los Angeles community college administrator at a different campus revealed the same casual, unconcerned attitude toward its articulation with feeder high schools. In fact, this administrator frankly admitted that the school had no comprehensive articulation program with its local high schools, nor was it felt that one was needed. The very fact that this was one of the more heavily populated of the nine Los Angeles community college campuses might explain the lack of anxiety of the part of the college regarding its minimal efforts to encourage high school students to attend that college; the students have always been plentiful.

The administrator did suggest in somewhat general terms that high school students should be aware of specific course prerequisites of classes that might be taken in the community college. At the same time, there was no mention of a planned effort to inform either the high school students or high school counselors of these prerequisites other than

what mightbe mentioned in the general catalogue.

Beyond the mailing of an occasional newsletter and a few informational brochures to the high school, perhaps the most forward looking approach in effect at this college is a high school counselors' day. This is a given day, usually in the spring semester, when high school counselors are invited to spend an afternoon at the community college campus where they are informed briefly about programs available to students at that campus.

A further attempt at articulation with the high schools by this college is to make it known to the high schools -- although the mechanism for this is not clear -- that counselors are available to share information and ideas with counselors and students at the feeder schools. The college, however, does not solicit such invitations.

Although the two preceding examples give evidence that at least some of the Los Angeles community colleges do not yet feel compelled to intensify their efforts to establish closer ties with their feeder high schools, some district administrative personnel have indicated concern that not enough has or is being done in this area. Evidence of concern is shown in the fact that one of their newer employees, hired as a coordinator among whose responsibilities was relations with high schools, was assigned the task to "do something with high schools, because we have neglected them."

One of the foremost suggestions of this coordinator was that a "school-college relations" position be established at each of the nine Los Angeles campuses. The proposal was accepted, funded, and scheduled for implementation in September, 1978, but, unfortunately, became a Proposition 13 casualty. A list of suggested duties and activities for the position merits attention.

Invite high school-college counselors and work experience coordinators on campus for tours and discussion of programs by department personnel.

Meet with students and parents.

Participate in college advisement programs.

Provide orientation programs at both high school and community college campuses.

Plan "College Days" on campuses for high school students.

Plan campus "Open House" for students and parents.

Plan specialized "Days" for high school participation.

Provide high schools with sufficient supplies of brochures and catalogues, to include information as follows:

General information including:

Location and description of campus
Admission procedures
Assessment/placement exams
Financial aid procedures
Counseling appointments
Programs offered
Special Services
Community services
Contact people and telephone numbers

Nursing programs
Career/Certificate programs
Selective or limited enrollment programs
Allied Health programs
Financial Aid procedures
Directory with lists of schools in college service area, names and telephone numbers of college personnel, list of high school college advisors

Summer School opportunities

Arrange meetings with department personnel and their high school counterparts for the purpose of establishing career ladder programs

Provide communication to determine how each segment can help the other in determining proficiency skills.

Provide a means of expanding High School Honors program.

Investigate possibility of offering college classes for credit on high school campuses.

Provide high school work experience coordinators with information about programs for students to attend (our) colleges under the Veysey bill.

Send information bulletins to high school newspapers on a timely basis regarding extra-curricular events on (our) campuses. Perhaps offer tickets to students for some of these events.

Provide flyers for cultural or athletic events and provide limited number of tickets on a selective basis.

Attend conferences relating to recruitment and articulation matters.

Have annual or semi -annual meetings with counselors and administrators.

Have regional meetings with faculty from each segment to discuss "career ladder" concept of instruction in individual disciplines and career/ employment opportunities.

Each college should have a film strip or slide presentation.

A district-wide audio-visual presentation is needed.

"Career Days" should be promoted in specific fields.

Promote the idea that attending a community college is essentially the equivalent of a two-year scholarship for transfer students.

Publish a bi-monthly newsletter.

Publicize:

1. The advantages of attending a two-year college.
2. Investment in learning (future benefits).
3. Continuing education.
4. Support services.
5. Community services.

Provide high schools with scholarship reports of their former students.

Design attractive poster with information request cards to be displayed on high school campus.

Have Chancellor host high school district personnel and high school principals.

Encourage the departments of Fine Arts to sponsor high school assembly programs.

Invite high school students on campus for departmental lecture series, open house, or any other special event.

The design is ambitious, the likelihood of full, or even significant, implementation, doubtful, due largely to the cost in the uncertain financial future of California community colleges.

It should be mentioned here that the coordinator interviewed shared the position of a previously mentioned administrator that articulation is more than strictly a counseling department responsibility. The following excerpt from the coordinator's correspondence is to the point:

> In some of the recruitment seminars that I have attended, the key message seems to be that it takes a minimum of five contacts to attract a student to a campus. If this be the case, then attracting students needs to be a total institutional commitment.

Although the preceding indicates that, in Los Angeles at least, there is a gap between intention at the district level and practice at the local campus, there is also ample evidence that other community colleges in other geographical areas are using imaginative talent to sculpt a productive relationship with their feeder high schools. The following are cases in point:

At Miami-Dade Junior College in Florida, an academic advisement program involving all of the faculty and adminis-trative staff was initiated. As part of the program, each faculty member used a large proportion of his office hours to interview an average of thirty-five advisees throughout the term. Even with this help, however, there was still a shortage of counselors to interview the influx of new students. To further alleviate the problem, a program of satellite high school centers was developed. One of the purposes of these satellite high school counseling centers was to identify those students who might benefit from attendance at the community college, even though they might not yet have planned to continue their schooling beyond grade twelve.

High school senior counselors were trained at the college and employed on a part-time basis to work at their own facilities on specified evenings and weekends. The result was that almost every senior in eight public and two parochial high schools in the area was canvassed because the counselors, already permanent fixtures on the campus, were

able to approach the students in their homerooms. Those students who showed interest or potential for benefiting from attending a community college were then able to receive all necessary and pertinent information right on their own campuses, and more of it by virtue of visits to the college campus and visitations at the high school by community college instructional personnel. The immediate availability of the student's comprehensive records to the high school counselor, as well as his personal familiarity with the student, were obvious advantages in counseling and guiding the student with regard to the community college.

Each of the satellite counseling centers was staffed by one or two high school counselors and two Miami-Dade students selected by the college on the basis of their previous semester's performance at the college. These student aides were trained at the college. If possible, they were assigned to the high schools from which they had graduated. The peer relationship concept was well-received. The aides often prepared the students' programs and then passed them on to the counselors for approval, a process which made it possible to accomodate a large number of students and still provide time for the professional counselor to discuss the programs in some depth with the students. [5].

The benefits of such a program are impressive. The high school counselor, having worked with these students during their high school years, knew them to a degree that

the college guidance counselor could not possibly duplicate in the two or three visits he might have with the student. Data not normally available to the college counselor was often available to the high school counselor, data with possibly a significant bearing on the counselor/student relationship and the student's career decisions. As a result of this program, the high school counselor, although permanently assigned to the high school, became a kind of unofficial public relations representative of the college at the feeder source. The student advisers, particularly if they had graduated from the high school where they now served as peer advisers, strengthened the link between the college and the high school, tending to make passage from grade twelve to the local community college almost a natural progression.

Another enlightened downward articulation program is that described by Kintzer regarding Pasadena City College, a seven-pronged effort to enhance communication between the college and its feeder high schools. The program involves the opportunity for high school juniors and seniors to take courses at the college concurrently with those they are taking at the high school. These college courses may be either vocational or academic. Also, a quarterly newsletter from the college, providing admissions and instruction information, is circulated throughout the local high schools. Faculty from the junior and senior high schools are invited to meet and confer with the college faculty at Subject Area Conferences

sponsored by individual departments from the college. Twice annually there are meetings between the college Administrative Dean for Student Personnel Services and a high school advisory committee comprised of an appropriate guidance director from each of the thirteen high schools in the area. The focus of the meeting is to improve admissions and counseling procedures. Each college counselor is responsible for regular visits to specific high schools and also responds to requests for information and visitations. There are also regularly scheduled meetings between the college president and the superindendents of the six local school districts to discuss matters of mutual concern. Also at Pasadena City College, credentialed high school counselors are employed evenings at the college to help during periods of heavy registration. Such direct personal involvement provides the high school counselors with an opportunity to learn college admissions and counseling policies and procedures. As a result, they then become reliable and authoritative sources of information about the college for their high school counselees. [6.]

The writer conducted an interview with the counselor in charge of articulation with high schools from one campus of the Ventura Community College District. It seemed to the writer that the relationship between this college and its feeder high schools was far more intimate, acknowledging some problems, than those previously described with regard to

selected Los Angeles colleges. Perhaps the relative smallness of the Ventura district made some contribution to the difference.

The following document, reproduced here for the reader's examination, indicates in outline form the efforts of this college to put down in writing its goals for improving its articulation with feeder high schools.

INITIAL EDUCATIONAL RELATIONS PROGRAM ACTIVITIES

Focus: Seven Feeder Service Area Public Secondary Schools and Other Defined Private Secondary Schools

Activities:

1. Describe current college and secondary school access and admissions practices. Report existing practices.

2. Detail (-----) College admissions trends according to established and projected demographic data. Analyze existing available data over time.

3. Develop and execute user satisfaction surveys; conduct research through case study techniques, student and secondary school satisfaction surveys and other opinion devices.

4. Conduct analysis of existing campus and secondary school resources -- positive and negative -- for implementing educational relations programs.

5. Seek to encourage and enhance existing educational relations activities.

6. Prepare a summary report relating the findings and conclusions from activities 1 - 4. Prepare recommendations and conclusions related to these activities.

Time Line

1. Activity 1 and 2 to be completed o/a November 1.
2. Activity 3 and 4 to be completed o/a December 16.
3. Activity 5 to be completed o/a January 15.

At this school also, a rather imaginative approach to making contact with high school students involved the use of a mobile home counseling center. (Other colleges, including at least one in the Los Angeles Community College District, have used a similar strategy.) A counselor operated this mobile home and, at designated times, parked it in the parking lot of or close by the local high schools. It was the function of the counselor assigned to the vehicle to provide whatever information was requested of him by interested drop-in high school students. It must be noted, however, that such a program did not always run smoothly. It was not always the case that the mobile home and counselor were welcomed on the high school premises. As a matter of fact, in one instance, the principal refused to allow the counselor and the mobile home to occupy any space on the parking lot, referring to the counselor as a "recruiter" with negative intonations.

This college also has one counselor assigned to each high school as a liaison person. Part of his preparation for the assignment is that he develop a thorough awareness of how that particular high school functions; he must be conversant with the politics within the high school. It is not the subject of this paper to discuss high school politics, but very briefly reference is made to establishing a cordial, non-threatening relationship with departmental chairmen, individual counselors, the counseling department chairman,

and administrative personnel,to include the principal, assistant principals, and registrar or administrative dean. It is only with their cooperation, this interviewee felt, that an articulation program with the high school could be maximally, or even reasonably, successful.

Among other specific strategies employed by counselors at this particular college were formal meetings with the high school counselors, sometimes by invitation of the high school counselors themselves, other times at the request of the community college counselors.

Another interesting approach involved having the counselor assigned to a given high school spend at least some time every other week in the high school career center to be available to the students for questions and consultations about the college and college advisement. The need for a cooperative, non-threatening relationship with the high school career adviser is obvious. Announcements of the college counselor's presence on campus was made through the regular high school bulletin.

Whenever the cooperation of the principal was obtained, college counselors would have time allotted to them at faculty meetings to communicate with the captive faculty audience. At these times they would offer college services to the faculty and encourage the teachers and other staff to call on and refer students to the college for advice and information that the faculty itself or high school counseling staff could

not itself provide.

On occasion, individual counselors from the college would teach part of a class on the high school campus. For example, the college counselor might teach a unit in an educational and personal development or guidance class that is normally part of the high school curriculum. Again, the need for a carefully maintained personal relationship between the college and high school staff is emphasized.

Another attempt to establish stronger relationships with high school students was a program entitled "Hot Seat." Very briefly, these are forums conducted and video-taped on the college campus. Feeder high schools are encouraged to make use of the tapes on a loan basis. Below is a reproduction of parts of a descriptive brochure.

(------) COLLEGE
CAREER DEVELOPMENT CENTER OFFERS...

HOT SEAT '78 - A series of occupational speaker programs designed to provide up-to-date, localized information to the new career seeker or potential job changer.

Invited guests, backed up by faculty members, cover a broad spectrum of career topics - explore trends and employment outlook, academic preparation and/or job training needed, salaries, aptitudes and qualities needed for job success.

Taped in the college Instructional Television Studio, before live audiences, these informative discussions invite comparisons and evaluations, serving as a valuable resource in the information-gathering process.

"HOT SEAT" Tapes Now Available for Viewing

* *

Accounting
Administration of Justice
Affirmative Action
Allied Health Fields
Art
Automotive Technology
Biology
Cinematography
Civil Service
Computer Graphics
Corrections Field
Court Reporting
Creative Writing
Data Processing
Early Childhood Education
Electronics Technology
Engineering
Environmental Protection
Exotic Animal Training Program
Fashion Design
Fire Science
Food & Agriculture
Foreign Language
Graphics Communication
Health Fields
History
Home Economics
Instructional Aides
Insurance Field
Job Interview, The
Journalism
Landscape Nursery
Law Enforcement Field
Legal & Paralegal
Liberal Studies
Minorities in Health Careers
(--------) College Programs
Natural Resources
Non-Traditional Careers for women
Nursing
Once Upon a Tour (of (--------) College
Psychology
Radio Broadcasting
Real Estate
Recreation
Recreation Technology
Secretarial Field
Sports Writing
Starting Your Own Business
Substance Abuse
Theater Arts
Tips for Interviewing
Tourism & Travel
TV & Broadcast Fields
TV & Motion Picture Crafts
Women in the Administration of Justice

Formal announcements in brochure form were sent to each high school upon request and further information regarding these forums was always available through the career center technician. Video - tapes of the forums were, as indicated above, available on request of the high school.

One further device or practice of this college was to have all high school graduates enrolled at the college fill out a questionnaire to provide information that the counseling staff could use in their continuing efforts to improve the

articulation program. The questionnaire follows:

QUESTIONNAIRE FOR HIGH SCHOOL GRADUATES
(those who graduated in Jan-Feb, 1978 or June, 1978)

1. What high school did you attend? (Check one.)

_____ Agoura	_____ Moorpark
_____ Appollo	_____ Newbury Park
_____ Camarillo	_____ Royal
_____ Conejo Valley	_____ Simi
_____ La Reina	_____ Thousand Oaks
_____ Other _____	

2. During your senior year in high school, did you talk with your counselor about:

yes	no	
___	___	going on to some type of career.
___	___	going on to the community college.
___	___	going on to a four year college.

Other: _____

3. How did you learn about (--------) College? (Please check all that apply.)

_____ from high school counselor
_____ from friends or acquaintances
_____ a representative of the college contacted me
_____ information I received in the mail
_____ information I read in the newspaper
_____ radio or television
_____ college catalog
_____ display at county fair, shopping center, meeting

4. Were you:

_____ encouraged to attend (--------) College?
_____ discouraged from attending (--------) College?

5. Did you know that you could complete your first two years of a four year degree at (--------) College?

___ yes ___ no

6. Did your high school have a career center?

___ yes ___ no ___ don't know

7. Did you use your career center?
(Went in and looked up information or listened to speakers or programs?)

8. Did you know that a (--------) College counselor came to your high school during fall and spring semesters?

____ yes ____ no

9. Did you ever talk with a (--------) College counselor when they were on your campus?

___ yes ___ no

10. The following are reasons why many students select a particular college. Please check all those which influenced your decision to enroll here.

_____ academic reputation
_____ social reputation
_____ curriculum offerings
_____ counselor's advice
_____ former student's advice
_____ teacher or friend's advice
_____ employer's suggestion
_____ cost
_____ financial aid
_____ could maintain current employment
_____ close to home
_____ change of scenery
_____ available student services
_____ friends or students like me attend here
_____ inconvenient to go elsewhere

The foregoing examples provide ample evidence that downward articulation practices and programs vary widely from one community college to another. It is clear, also, that one major difference between the more imaginative and less enthusiastic programs is the extent of staff commitment. Good articulation programs do not just happen; they are vigorously planned and carried out.

Obviously, the full cooperation of high school faculty and staff is also critical. This involves not only the willingness of the principal to allow community college personnel direct access to the students on campus, but also

a faculty unafraid to allow college personnel into their classrooms to talk with the students on subject area matters. The entire subject of the role of high school personnel in successful articulation programs merits its own research effort. Suffice it to say here that that role is critical.

This writer believes, on the basis of the investigations described above and his experience as a high school counselor, that the two most practical measures the community colleges could take to enhance their relationships with high school students would be, first, to "cultivate" at least one high school counselor at each feeder campus as a strong ally, perhaps by employing him or her on a part time basis at the college. Reference is made here to the success of such a practice at the Miami-Dade and Pasadena colleges. A second, and perhaps far more difficult measure would be to promote articulation and cooperation at the highest administrative levels of both the community college and the high school. As difficult as such a strategy admittedly would be, its effectiveness is self-evident. Policy measures must start at the top, and only at the top is there the authority to endure that the policies are carried out. All that remains, then (though this is no small item) is to have the top administrators of the two levels -- community college and high school -- share the philosophy that articulation between them is important and to prod them into a program of joint effort.

Footnotes

1. Richard B. Ernst, "Articulation: A Working Definition," Community College Review, Vol 5, No. 4 (Spring, 1978)

2. Medsker, L.L., and Tillery, Dale, Breaking the Access Barriers: A Profile of Two-Year Colleges (San Francisco: McGraw-Hill Book Company. 1971)

3. Julius Menacker, From School to College: Articulation and Transfer (Washington, D. C.: American Council on Education. 1975)

4. Ibid.

5. Albert K. Smith, "Bridging the Gap - High School to Community College," Junior College Journal (Feb. 1970)

6. Frederick C. Kintzer, Middleman in Higher Education (San Francisco: Jossey-Bass Publishers, 1973)

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CLEARINGHOUSE FOR
JUNIOR COLLEGES